

Texas Education Agency Standard Application System (SAS)

2018-2019 Services to Students with Dyslexia

Program authority:	Texas Education Code, 29.027 as added by House Bill 21, Section 3, 85 th Texas Legislature, 2017	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, March 8, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Karin Miller, (512) 463-9581	

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Part 1: Applicant Information

Organization name		County-District #		Amendment #	
Weslaco Independent School District		108-913			
Vendor ID #		ESC Region #			
74-6002548		1			
Mailing address			City	State	ZIP Code
319 West Fourth Street			Weslaco	TX	78596-
Primary Contact					
First name	M.I.	Last name		Title	
Edna	I	Ramirez-Perez		Supervisor	
Telephone #		Email address		FAX #	
956-969-6822		edna@weslacoisd.net		956-969-6577	
Secondary Contact					
First name	M.I.	Last name		Title	
Neil	D	Garza		Director	
Telephone #		Email address		FAX #	
956-969-6822		neilgarza@weslacoisd.net		956-969-6577	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Priscilla	M.I.	Last name Canales	Title Dr
Telephone # 956-969-6500		Email address priscilla@weslacoisd.net	FAX # 956-969-0201
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-18-108-033

Schedule #1—General Information

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	*See important note for competitive grants	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will operate as an independent campus or a separate program from the campus in which the program is located, with a separate budget.
4.	The applicant provides assurance that the program will give priority for enrollment to students with dyslexia.
5.	The applicant provides assurance that the program will limit enrollment and services to students who are at least three years of age and younger than nine years of age or are enrolled in the third grade or a lower grade level.
6.	The applicant provides assurance that the program will allow a student who turns nine years of age or older during a school year to remain in the program until the end of that school year.
7.	The applicant provides assurance that the local educational program (LEA) will not charge a fee for the program, other than those authorized by law for students in public schools.
8.	The applicant provides assurance that the LEA will not require a parent to enroll a child in the program.
9.	The applicant provides assurance that the LEA will not allow an admission, review, and dismissal committee to place a student in the program without the written consent of the student's parent or guardian.
10.	The applicant provides assurance that the LEA will not continue the placement of a student in the program after the student's parent or guardian revokes consent, in writing, to the student's placement in the program.
11.	The applicant provides assurance that the program will incorporate meaningful inclusion.
12.	The applicant provides assurance that it will develop appropriate systems and processes to collect and report baseline academic and functional data and achievements for students enrolled in the program as required by TEA.
13.	The applicant provides assurance that it will submit data on the academic and functional achievements to TEA, in a TEA approved format, by the requested date. This data may be the basis for awarding continuation grants.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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By TEA staff person:

The Weslaco Independent School District in Hidalgo county, Texas in coordination with the Texas Dyslexia Handbook 2014 guidelines proposes to improve student achievement for students with dyslexia by increasing level of service.

Provide Support and On-going Professional Development for Teachers in the area of Dyslexia

Our district will expand on our current district and campus trained dyslexia representatives and create a knowledgeable district and campus Dyslexia Team. The Dyslexia Team will attend a five-day training at Education Service Center- Region One with the intent to prepare and provide training and support for teachers who service students with dyslexia. The five-day training will include the Texas Education Agency Dyslexia Modules. Topics are comprised of: foundations, dyslexia evaluation process, consideration for ELL students with dyslexia, interpreting scores, and report writing and case studies. The Dyslexia Team in return will provide training for other teachers as well using the above-referenced materials via monthly networking meetings that will occur during planning periods. Monthly agendas will be created by the dyslexia coordinator for the purpose of topics to be addressed at these meetings. The district- level Dyslexia Team will ensure that the strategies afforded are implemented through walk thrus using a checklist that will be submitted to the dyslexia project coordinator on a six weeks basis. Our Dyslexia Team will provide teachers with a variety of strategies for dyslexic learner success on an ongoing basis throughout the year. Furthermore, Education Service Center- Region One along with Certified Academic Language Therapists will also provide presentations and facilitation of skills training to campus dyslexia teachers so that we can creatively and enthusiastically meet the needs of our dylexic learners.

Improve Performance and Effectiveness to Support Student Achievement for students with Dyslexia

Our district's dyslexia program will be specifically designed to raise student achievement in all core areas by improving teacher practices through the application of scientifically researched-based approaches to teaching students with dyslexia. The district will initially require all Weslaco Independent School District general education teachers, grades K-3, to complete the Texas Education Agency Dyslexia Module 1 training along with a face to face training on how to help the struggling dyslexic student. This training will set the stage for what is to come in terms of depth as related to our comprehensive dyslexia program that will occur throughout the year. In addition, study groups will be conducted using a combination of professional development options including book study sessions, video observations followed by debriefing sessions, peer observation opportunities, district-based networking meetings, e-mail newsletters with tips, and online professional development webinar sessions. The book study sessions will include Sally Shaywitz, M.D. book titled: Overcoming Dyslexia A New and Complete Science-Based Program for Reading Problems at any Level among other books. Differentiated instruction across all content areas for meeting the needs of dyslexic students in all settings will be a major area of study as well. In addition, after school tutorials will be provided to students who have been identified with dyslexia and are struggling academically. Extra duty pay will be provided for tutorial services at the district professional hourly rate. The certified teachers providing dyslexia services during the day will be the after-school tutors.

Provide Support and Training

Our Dyslexia Team will attend a state conference on Dyslexia. The conference should include critical areas of support for teachers who service dyslexic students. Our teachers who deliver and implement the intervention program for students identified with dyslexia will be provided with teacher stipends for tutorial services, substitutes, and scheduled release time.

The Campus Dyslexia Teachers will receive ongoing support through:

1. Texas Education Agency Dyslexia Modules 1-5 from which we will derive topics, power points and agendas.
2. Networking meetings with Dyslexia Team to serve as a discussion board guided by Dyslexia coordinator.
3. Online professional development seminars on a variety of topics such as differentiated instruction and other relevant topics that will help the campus dyslexia teachers expand their repertoire of strategies to help dyslexic students.
4. Contract Certified Academic Language Therapist(s) to visit campuses to follow-up with Dyslexia teachers and staff and address questions and concerns about servicing a dyslexic student effectively.

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By TEA staff person:

Provide Resources to Campuses to Support the Dyslexic Learner

The district commits to ensuring that the campus team has all the resources they need to help educators implement and support our district's Orton-Gillingham researched-based dyslexia program in their individual campuses. At the beginning of the year, the Dyslexia Coordinator along with a contracted Certified Academic Language Therapist will provide a two day orientation for campus dyslexia teachers. The training components will include: the dyslexia program defined, dyslexia school district guidelines, dyslexic learners' characteristics, instructional strategies, technology resources, multi-sensory approaches and differentiated instruction. Instructional tools will also be provided for the teachers at the time of the training in the form of reading pens, spelling assistance tools, lap top with audio capabilities, and but not limited to a document camera. The Dyslexia Coordinator will also provide tips to help principals and campus administrators understand their roles in all of the responsibilities of the Dyslexia program, professional development taking place in their schools including web based seminars, weekly networking meetings, book study sessions, classroom observations, peer coaching and other forms of professional growth models to help support teachers who service students with dyslexia. Campus administrators will receive a Principals's Guide, which includes:

- ❖ Learning Ally memberships
- ❖ iStation related reports as it pertains to the various reading components related to dyslexia characteristics and needs
- ❖ Pamphlets informing parents of what is Dyslexia in English and Spanish
- ❖ Kurzweil 3000 memberships and reports
- ❖ Overview of web-based professional development
- ❖ Tools for coaching teachers who service students with dyslexia
- ❖ A current copy of Texas Dyslexia Handbook
- ❖ Descriptions and explanations of surveys that will be used to meet the needs of teachers who require more dyslexia knowledge
- ❖ List of Orton-Gillingham based intervention programs used at their campuses to meet the dyslexic student's needs.
- ❖ Progress monitoring reports based on curriculum based measures for the components of reading related to dyslexia (Beginning of Year and End of Year reports)

Dyslexia Knowledge-Outreach

Research has demonstrated that ongoing support for teachers is a critical factor in the success of learners, including students with dyslexia. Traditionally, each school district has been compliant with informing teachers about dyslexia at a basic level. An alternative to the "basic" approach is the strategy of guiding, reflecting and providing teachers with in-depth knowledge about dyslexia. Teachers will receive support before, during and after they implement new dyslexia strategies. Our district will encourage a quality dyslexia program by informing and training teachers, administrators, parents and community. Two parent meetings will be held two times per school year to keep parents informed and involved. In addition, the Dyslexia Coordinator along with the Dyslexia team will set up booths and/or tables at various school and community functions to distribute dyslexia information and to create dyslexia awareness. One particular annual event will take form in either a Dyslexia 5K or a Dyslexia Craft and Rummage Sale at which facts about dyslexia will be posted and provided. Monies generated through the event will be used for scholarships for students who have been identified with Dyslexia and meet the eligibility criteria. Our goal is for the Dyslexia team to keep all stakeholders informed. Furthermore, dyslexia teachers will meet with their peers across the district on a monthly basis to talk about their successes and concerns. Our district is cognizant that making our dyslexia teachers aware that they must know as much as possible about students with dyslexia and their conditions are critical to the success of these students. Teachers will recognize that students with dyslexia do better when the classroom routine includes a variety of activities, multi-sensory strategies, and differentiated instruction. Our district will conduct ongoing study group meetings for teachers in which new skills and strategies are modeled and where teachers have time to reflect. Our formative assessments will guide us in the most suitable direction to meet the needs of our students with dyslexia in order to train the school district staff at the district and campus levels.

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By TEA staff person:

Schedule #8—Program Budget Summary

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Program authority: Texas Education Code, 29.027, House Bill 21, Section 3, 85th Texas Legislature, 2017

Grant period: May 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 429/459

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$75,000		\$105,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,000	\$30,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$105,000	\$0	\$105,000
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$0	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$30,000	\$0	\$30,000
Total direct costs:			\$245,000	\$0	\$265,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$702	\$6204
Grand total of budgeted costs (add all entries in each column):			\$245,000	\$30,702	\$271,204

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0

Administrative Cost Calculation	
Enter the total grant amount requested:	\$265,000
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$39,750

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-913		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutors-after school	11	11	\$35,000
Program Management and Administration			
4 Project director/administrator			
5 Project coordinator			
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator/administrative assistant			
Other Employee Positions			
15			\$
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$35,000
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112	Substitute pay		\$25,000
20 6119	Professional staff extra-duty pay		\$50,000
21 6121	Support staff extra-duty pay		\$30,000
22 6140	Employee benefits		\$
23 61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs		\$105,000
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$140,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Certified Academic Language Therapist for Staff Development	\$30,000
2	Training provided by Education Service Personnel	\$10,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$40,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-193		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$75,000
Grand total:		\$75,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108-913		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,000
Grand total:		\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108-913		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1			N/A	
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	On-line assistive learning technology	1	\$35,000	\$35,000
13	On-line Curriculum based measurement	1	\$5,000	\$5,000
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$

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66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics of Participants to Be Served with Grant Funds

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Students/Teachers To Be Served With Grant Funds. Enter the total number of students and teachers in each grade projected to be served under the grant program. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Grade	Number of Students	Number of Teachers	Student/Teacher Ratio
PK	0	0	
K	0	0	
1 st	1	1	1:1
2 nd	20	5	1:4
3 rd	16	5	1:3

COMMENTS

Part 2: Amount of Instruction. Enter amount of instruction to be provided with grant funds. Use the comment section to add a description of any data not specifically requested that is important to understanding the amount of instruction to be provided by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Amount of Instruction		COMMENTS
School day hours (ex) 8:30am – 4:30pm	8:00-3:30	
Number of days in school year	168	Student school days
Minutes of instruction per school year	75,600	Average of minutes in elementary

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Need

Schedule #13—Needs Assessment

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A thorough systematic process for determining and addressing needs, is used to determine dyslexia needs at Weslaco Independent School District. Several measures are used for WISD's Dyslexia needs assessments. Including: a reading curriculum based measure for every student identified with dyslexia. This curriculum based measure is administered in the beginning of the school year and at the end of the school year. The number of students identified with dyslexia at the various points of the school year is also evaluated. Another measure utilized for the needs of students with dyslexia at WISD, is the administration of a reading computer based assessment for all elementary students, three times per school year. Parent input and concerns have also been in the forefront of considerations of strengths and needs for the dyslexia program and for students with dyslexia needs. In addition, reading screeners were implemented to determine the reading needs for some students displaying dyslexia characteristics. Another dyslexia measure in our school district is the implementation of the Response to Intervention (RtI) program. All 11 elementary campuses follow the above mentioned processes to determine the needs of dyslexic students and our dyslexia program. The campuses include: Airport Elementary, A.N. Tony Rico Elementary, Cleckler-Heald Elementary, Dr. R. E. Margo Elementary, F.D. Roosevelt Elementary, Justice Raul Gonzalez Elementary, Memorial Elementary, North Bridge Elementary, PFC Mario Ybarra Elementary, Sam Houston Elementary, and Rodolfo Silva Elementary. All elementary campuses were chosen because "early identify identification is critical because the earlier the intervention, the easier it is to remediate." The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2014 p. 13

As a result, all the above mentioned CNA's (campus needs assessments) are of priority for our students with dyslexia or those who have yet to be identified at Weslaco Independent School District.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improvement of reading skills for students with dyslexia.	<ul style="list-style-type: none"> • Train teachers to effectively teach students with dyslexia through various techniques and strategies. • Provide tutorials for students with dyslexia who struggle academically
2.	Early dyslexia identification	Early identification is important so that student learning is not hindered. The identification of students with dyslexia is not possible without the knowledge base of "what is dyslexia." Professional development for all stakeholders is vital for this.
3.	Deliberate and detailed staff development in the knowledge and area of dyslexia for educators.	Professional development helps people to improve their knowledge, understanding and skills. Training strengthens skills.
4.	Dyslexia Awareness	Community outreach via local events, publications, and meetings
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Administrator	Masters in Education
2.	Certified Academic Language Therapist	Certificate in the area of Certified Academic Language Therapist (CALT)
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide materials and training for intervention program	1. Purchase materials	09/01/2018	05/31/2019
		2. Training for teachers on intervention program(s)	09/01/2018	05/31/2019
		3. Begin implementation of intervention program(s)	09/15/2018	05/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide Professional Development on Dyslexia	1. Planning for staff development	08/01/2018	09/01/2018
		2. Dyslexia Team to complete modules	11/01/2018	03/01/2019
		3. Dyslexia Team attend conference	09/01/2018	04/01/2019
		4. Provide training at district level, campus level and parents	09/01/2018	05/31/2019
3.	Dyslexia Fair or 5K	1. Planning for event chosen	10/01/2018	03/01/2019
		2. Event to take place	02/01/2019	04/01/2019
		3. Award scholarship money	05/01/2019	05/31/2019
		4. Disseminate dyslexia information to community	08/01/2018	ongoing
4.	Tutorials	1. Create learner profiles	09/15/2018	05/31/2019
		2. Every six weeks evaluate learner profiles	09/15/2018	05/31/2019
		3. Begin after school tutorials for struggling dyslexia learners	01/14/2019	05/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
5.	Book Study	1. Purchase books	09/01/2018	05/31/2019
		2. Begin and end book study	10/01/2018	01/31/2019
		3.	XX/XX/XXXX	
		4.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring and Attaining Goals and Objectives for students with dyslexia

Currently, Weslaco Independent School district in the county of Hidalgo offers various processes and procedures for monitoring the attainment of goals and objectives for students' identified with dyslexia. The Individualized Accommodations Plan (IAP), is one way. The Individualized Accommodations Plan committee establishes needed goals and objectives for the student in review. The committee is comprised of administration, teacher(s), and parents. Those goals and objectives are regularly monitored by teachers based on the academic progress or lack of. Dyslexia report cards are also sent out to parents twice a school year. These report cards indicate student's growth or needs. Another procedure in place at WISD is the administration of the curriculum based measure (CBM) twice per school year. Results of the CBM's also help us analyze whether a student is on track to mastery of goals and objectives.

Amendments of Individualized Accommodations Plans

Individualized Academic Plans are sometimes adjusted for the benefit of student academic growth. Committees reunite to review issues and concerns. Plans are then revamped and continuously monitored. Elementary campuses conduct academic session reviews every six weeks to collaborate and communicate the needs of students with dyslexia with teachers. At these sessions, administration plans and assesses instructional tools, instructional practices, and academic levels of advancement or regression in reading.

Communication

Communication in reference to dyslexia is offered in our school district through IAP's, six weeks' reviews, and report cards to teachers, parents, and educational staff. At the district level, Principals' meetings and Curriculum and Instruction meetings review updates and pertinent information on dyslexia. Finally, an annual dyslexia parent meeting is held.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Sustainability

At the present time at Weslaco Independent School District, is a dedicated school district that strives in the improvement of academic success of students and professional growth of educators. Dyslexia is one of many programs that takes precedence with the school district. However, with restricted funds the vision of greater emphasis in the area of Dyslexia is limited. The major goals to be addressed through this grant are student academic improvement and enhanced professional development. Addressing these two goals would put the district in an advantageous stance in the area of dyslexia.

Coordination and Commitment

Several stakeholders will be responsible in the endeavor of dyslexia awareness, improvement of dyslexia teaching strategies, and dyslexic students' academic progress. In order to coordinate and plan for such commitments, students with dyslexia will have a profile of various data uploaded and monitored on a multi-part data management tool used to aggregate benchmarking, survey, and state assessment data and to create lesson plans. Instant results from one central location will be easily accessible for all parties with vested interest in student's progress. This process will give us an indication of the effectiveness of grant funds and would shed light to other areas of needs.

Schedule #15—Project Evaluation

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys from Educators involved in the professional development of dyslexia	1.	Through the analysis of surveys, reduce number of staff with concerns about dyslexia
		2.	Sign-Ins
		3.	Number of participants
2.	Follow up with campus administration every six weeks	1.	Address questions and concerns from the campus
		2.	Note student attendance at intervention program sessions
		3.	Review walk through data and lesson plans
3.	Review of Learners' profiles on the data management system	1.	Analyze curriculum based measure progress
		2.	Examine scores of various data sources: grades, benchmarks, state assessments
		3.	
4.	Sign Ins and Surveys of parent meetings, Book Study, and craft and rummage sale or 5K	1.	Number of participants
		2.	Input from surveys
		3.	Evaluation of trainings
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Processes for collecting data	Number of Participants	Student-level Academic data
Agendas and Sign-Ins of Professional Development sessions	30-50 educators per session	Target academic strategies for improvement of student achievement
Surveys from educators	All educators involved with dyslexia	Determine areas of needs for improvement of dyslexic student's academics.
Curriculum based measure monitoring	375-400 students with dyslexia	Compare results of reading cbm beginning of year to end of year
Learner's profile	All students identified with dyslexia	Assess data for gaps and needs
Community Awareness	Open to all the community	Knowledge base improvement of all stakeholders for the sake of understanding students with dyslexia
Dyslexia Progress Reports	All students identified with dyslexia who are in the intervention programs	Note improvement of levels of dyslexia intervention programs
Book Study Agendas and Sign-Ins	20+ participants	Topics addressing reading strategies

Problems Identified and Corrected throughout the project will be addressed swiftly and effectively by monitoring data, surveys, walk throughs, and overall input. Time efficiency will be of its finest.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the program will incorporate evidence-based and research-based design and how the program will include effective use of technology. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evidence-based and research-based design

-Weslaco Independent School district offers options for our intervention programs with the understanding that every child is different and their needs are to be addressed on an individualized basis. Orton-Gillingham, multi-sensory intervention programs will continue to be offered at WISD.

-Early intervention will also continue to be of priority at Weslaco Independent School district elementary schools. Knowledge of dyslexia and awareness of dyslexia will improve this process.

-Professional development is of gain for educators and students.

-Use of various strategies and instructional tools, provides differentiated instruction for students with dyslexia.

Use of Technology

Weslaco Independent School district will continue to use technology as a tool to help students with dyslexia. The following are some of these tools:

-Online reading measures

-Online audible books program

-Reading pens

-Spelling assistance tools

-Electronic devices for communication

-Educational software designed to provide literacy support for those who struggle with literacy in the classroom or at home

Statutory Requirement 2: Describe how the program will collect empirical data on student achievement and improvement and use that data to support effective program implementation. The applicant should describe the process by which baselines for these metrics will be established. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Weslaco Independent School District Dyslexia Program will continue to collect empirical data on students with dyslexia and their achievement and improvement through the various data acquiring programs and practices. Including dyslexia progress reports, curriculum based measures, benchmarks, surveys, reports generating results of online educational programs and parental input. Baseline to determine educational need for students with dyslexia will be determined on an individual basis. Learner's profiles will be evaluated and reviewed. Evidence of data indicating academic growth or lack of academic growth will be examined to determine intervention(s) for each individualized student. This review of data will be presented in the following manner and through various protocols set forth by the campus review sessions, RtI (response to intervention) process, 504/IAP (Individualized Accommodation Plan) reviews, and other intervention programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the program will incorporate parental support and collaboration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parental Support and Collaboration

- Two parent meetings to be held at the district level review of important dyslexia information and instructional tips to help struggling dyslexic students
- Provide pamphlets that are filled with dyslexia facts at the campus-level to disseminate to parents and community
- Invite parents to Book Study
- Offer information and facts about dyslexia to community at various district affairs
- Dyslexia Progress Reports to be sent out two times during the school year indicating where student is functioning in the intervention program
- Invite parents and community to Dyslexia Craft and Rummage Sale of Dyslexia 5K where dyslexia awareness will be of emphasis and monies generated will be used for scholarships

Statutory Requirement 4: Describe how the proposed program will reflect the diversity of the state and how the program can be replicated for students statewide. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*Use a variety of Orton-Gillingham, multi-sensory intervention programs and train teachers and staff on the various intervention programs. This program will give teachers a variety of options to use with students identified with dyslexia. The premise is based on the fact that we need to identify student's needs and meet them accordingly versus trying to fit all identified students into one program.

*As for the professional development, typically dyslexia takes a back burner in the understanding, knowledge and instructional approaches at the district level. Prioritizing and offering staff development, meetings, book studies would elevate these skills in the area of dyslexia. In return, trained staff would equal better instruction for students with dyslexia.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the program will use innovative approaches to effectively address the unique academic and functional needs of students with dyslexia. Applicants may focus on new and innovative practices, new and innovative ways to remove barriers to effective implementation of accepted practices, or both. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The biggest barrier for effective implementation of accepted practices is the fact that staff are not knowledgeable in the methods of how to teach students with dyslexia. The approach that we are suggesting would provide campus teachers with the training necessary to enable them to more effectively work with children with dyslexia. When teachers are provided with the knowledge and skills this help tear down walls that exist. There is no one specific intervention system that will meet the need of every single student with dyslexia. When teachers are properly trained, this will provide them with a toolbox that will allow them to individualize to meet each student's specific needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-913

Amendment # (for amendments only):

TEA Program Requirement 2: Describe coordination of services with private or community-based providers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.☐ NA – Program will not coordinate with private or community based providers.

Weslaco Independent School District reaches out to community in many various formats. The district shares and reaches out to private schools, head starts, daycares, etc. continuously. Through our program, we will to continue to include outside educational centers in several professional developments, fairs, parent meetings, and share dyslexia information through our local television station.

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